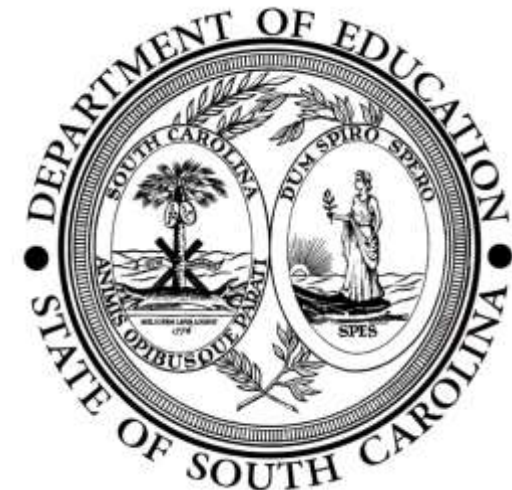# Grade 2
Opinion Writing – This is My Opinion!

Instructional Unit Resource for the
South Carolina College- and Career-Ready Standards for English Language Arts

South Carolina Department of Education
Office of Standards and Learning
August 2016

| **Grade 2: Opinion Writing:** |
| **This is My Opinion!** |

Unit Rationale: This unit focuses on writing opinion pieces. Its purpose is to assess the students' abilities to write an opinion piece that introduces a topic, states an opinion, gives reasons for the opinion, and provides a concluding statement. The teacher will offer guidance and support as students plan, revise and edit.

Opinion writing is a prerequisite skill for argument writing. Reading (informational text), inquiry, and communication standards are naturally interwoven as teachers will model stating a topic, expressing an opinion about it, and working together as a class to form opinions, strengthen their ideas, and work through their differences of opinion. Since students are working together as a class, they begin with a discussion of ideas, expressing their own opinions and listening to the thoughts of others. This activity provides the opportunity to practice and refine communication skills. Through respectful discussions, the students will reach agreement on points of disagreement.

The work the students do under the guidance of the teacher can serve as the model for work the students will do independently with the teacher providing support in response to student needs. This work will include inquiry, reading informational text, communication and writing.

Through collaboration, analysis of informational texts, and writing, students will learn skills that will help them develop the world class skills listed in the Profile of the South Carolina Graduate.

http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf

Estimated Time Frame: two to three weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators
Writing
 2.W.1   **Write arguments to support claims with clear reasons and relevant evidence.**

2.W.1.1	Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
2.W.1.2	Plan, revise and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Reading - Informational Text

2.RI.11	**Analyze and critique how the author uses structures in print and multimedia texts to craft informational And argument writing.**
2.RI 11.2	Identify the structures an author uses to support specific points.

Embedded Standards/Indicators

Inquiry-Based Literacy

2.I.1	**Formulate relevant, self-generated questions based interests and/or needs that can be investigated.**
2.I.1.1	Ask self-generated questions that lead to group conversations, explorations, and investigations.
2.I.2	**Transact with texts to formulate questions, proposed explanations, and consider alternative views and multiple perspectives.**
2.I.2.1	Engage in daily exploration to formulate questions from texts and personal experiences, generate possible explanations and consider alternatives.
2.I.3	**Construct knowledge applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**
2.I.3.1	Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
2.I.3.2	Select the most important information, revise ideas, and record and communicate findings.

Reading- Informational Text

2.RI.12	**Read independently and comprehend a variety of texts for the purpose of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**
2.RI.12.1	Engage in whole and small group reading with purpose and understanding.
2 RI.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing

2.W.4   **Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**

2.W.4.3   Use reflexive pronouns.

2.W.4.5   Use adjectives and adverbs, and choose between them, depending on what is to be modified.

2.W.4.8   Produce, expand, and rearrange complete, simple and compound sentences.

2.W.5   **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

2.W.5.1   Capitalize greetings, months, days of the week, holidays, geographic names, and titles.

2.W.5.2   Use

     a.   periods, question marks, or exclamation marks at the end of sentences;

     b.   commas in greetings and closing of letters, dates, and to separate items in a series; and

     c.   apostrophes to form contractions and singular possessive nouns

2.W.5.3   Generalize learned spelling patterns and word families.

2.W.6   **Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

2.W.6.1   Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks and for a variety of purposes and audiences.

Communication

2.C.1   **Interact with others to explore ideas and concepts, communicate meaning and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

2.C.1.2   Apply the skills of taking turns, listening to others, and speaking clearly.

2.C.1.3   Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.

2.C.1.4   Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

2.C.1.5   Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

2.C.2   **Articulate ideas, claims, and perspectives in a logical sequence, using information, findings, and credible evidence from sources.**

2.C.2.1   Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.

2.C.2.2	Participate in shared research; record observations, new learning, opinions and articulate findings.

Clarifying Notes and "I Can" Statements

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students' working together, students' working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the "I can" statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

The suggested strategies are meant to build students' ability to write an opinion piece through process writing while incorporating reading texts.

The strategies listed within this unit can be taught within Writer's Workshop. When Writer's Workshop is integrated with reading, students interpret meaning in a more authentic way. The components of Writer's Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Teaching Elementary Students to be Effective Writers provides evidence –based recommendations
for addressing writing for instructional practices. Those recommendations include the following:
1. Provide daily time for students to write.
2.a. Teach students the writing process.
2.b. Teach students to write for a variety of purposes.
3. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
4. Create an engaged community of writers. (Institute of Education Sciences, 2012)
For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

Encourage students to read like a writer and have collaborative conversations through "Turn and Talk."
Teaching Tips:
- Before you begin, model "turn and talk" with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a "turn and talk" partner or small group.
- During read aloud, stop several times at natural breaking points and pose queries for students to "turn and talk" about, asking the following:
- Where do you think this author got his/her ideas for this book?

- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you? What words did the author use?
- How does the author make his sentences flow smoothly?
- Does this writing have voice? (Routman, 2003)

Reminders:
- Students should begin using the words "story" and "text" interchangeably.
- Anchor charts are visual references that are used as a tool for students to receive ongoing support as they develop in their understanding. Ideally, anchor charts are made with students and may be displayed as needed.

The Fundamentals of Writing (K-12)

The Fundamentals of Writing provides the classroom structure for a writing community, using a workshop approach. Students learn the recursive process of writing, act as collaborators of writing with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author's craft techniques in their work. *The Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find *The*the *Fundamentals of Writing* in the SCCR Standards document.

http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf

Shared Writing

Shared writing provides the teacher the opportunity to model the writing process with input from the students. The teacher leads the students through the planning process, adding support as needed. Once a plan has been developed, the teacher will draft, revise, edit and complete the writing, using the ideas of the students. The teacher does the writing and may revise some of the language conventions as s/he writes. During the writing, the teacher may have the students turn and talk to their preassigned writing partner about an idea, which is causing differences of opinion. The group then comes back together to continue the discussion and come to some type of agreement or compromise.

Anchor Charts

Anchor charts are large charts created by the teacher and the students during a whole class or small group mini-lesson. The chart is posted in a prominent place where it becomes a record of the strategies or procedures learned and can be used as a reference. As a reference, anchor charts scaffold students' thinking, helping them to become less reliant on the teacher. As students learn more, the teacher or the students can add that information to the chart.

Mentor Text (Ray, 2002)

A mentor text should be a text that the students are familiar with from prior experiences. In her book *What You know By Heart,* Katie Wood Ray says that mentor texts become our coaches and our writing teachers. They provide opportunities for students to see what kinds of writers they can become as they imitate the text and continue to find ways to grow. When a student learns to write from a mentor text, the teacher should provide multiple mentor texts to offer students a wide variety of learning experiences. For this reason, more than one possible mentor text is listed. Teachers can save student examples to be used in the future. Teachers may want to collaborate with grade level colleagues to build a collection of student work.

"I Can" Statements

"I Can" statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

Informational Text:
- I can identify the structures the author uses to prove a point. (2.RI.11.2)

Writing:
- I can write an opinion piece that introduces the topic. (2 W 1.1)
- I can write an opinion piece that states an opinion. (2 W 1.1)
- I can write an opinion piece that supplies reasons that support the opinion. (2 W 1.1)
- I can write an opinion piece that uses transition words to connect the opinion with the reasons. (2 W 1.1)
- I can write an opinion piece that has a conclusion statement or section. (2 W 1.1)
- I can use the writing process that focuses on a topic. (2 W 1.2)
- I can use the writing process that builds on my ideas and the ideas of others. (2 W 1.2)
- I can plan, revise and edit my writing. (2.W.1.2)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.
1. How do writers state a reasonable opinion?
2. How do writers find and use supporting reasons for their opinions?
3. How do writers organize their opinion writing so that the opinion and supporting reasons are connected?
4. How do writers provide closure in opinion pieces?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction would be during the modeling process.

mentor text
opinion
supporting reasons
transition words and phrases
concluding statement or section

Prior Knowledge

By the end of first grade, the Writing Standards/Indicators state that students explore print and multimedia sources to write opinion pieces that introduce the topic, state an informed opinion, and provide a sense of closure.   From the Inquiry-Based Literacy Standards in K-2, students have learned to translate their "wonderings" into self-generated questions that lead to group conversations, explorations, and investigations. Students have had experience with understanding the difference between facts and opinions.

Subsequent Knowledge

In third grade students learn to create an opinion writing piece that includes reasons and organizes the reasons logically while using transition words or phrases to connect the opinions and reasons. Students group related ideas together to support the author's purpose. They also use paraphrasing and original language to avoid plagiarism.

Instructional Strategies

Instructional Strategy: Topic Lists
Learning Targets:
- **I can identify the structures the author uses to prove a point. (2.RI.11.2)**
- **I can plan, revise and edit my writing. (2.W.1.2)**

Model (I do):
- Explain that *mentor texts* are texts that writers use as examples to help them write.

- Show a mentor text to the students and conduct an interactive read aloud, using a book about your favorite thing, telling why it is a favorite. Explain to the students that writing which includes evidence to support a point is called opinion writing.
- Explain that when writers write about their opinions, that topic is something they feel strongly about, and they want to convince others to share their opinion.
- Discuss the fact that good writers often make *lists* of things they would like to write about before they begin planning.
- Continue the discussion through modeling, creating a list of *My Opinion Topics.* Add one or two items of your own to the list.

Guided Practice (We do):
- As a shared writing experience, have the students share the pen to add words to the class topic list for opinion writing.

Independent Practice (You do):
- Give the *My Opinion Topic* list to students.
- Have students create their own opinion writing topic lists.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding as needed.
- Bring the students together in a large group to share items from their topic lists.

Instructional Strategy: Reasons for My Opinion

Learning Targets:
- **I can identify the structures the author uses to prove a point. (2.RI.11.2)**
- **I can write an opinion piece that supplies a reason that supports the opinion. (2 W 1.1)**

Model (I do):
- Before the lesson the teacher will need a large section on the whiteboard or a large piece of chart paper to write on. The teacher will pre-plan the opinion statement (e.g. The best thing to do on the weekend is…The best food in the world is…The best pet is….A good friend is…The best book is…). The teacher will also gather large slips of paper for students to write on during the guided writing part of the lesson.
- The teacher will conduct an interactive read aloud with a mentor text that follows the structure of giving an opinion and reasons (RI.11.2). A list of suggested mentor texts is located in the Resources section of this unit.
- After the reading, the teacher will use a graphic organizer to model how the author expressed his/her opinion through an introduction and reasons.

- The teacher will explain that good writers plan well before they write.

Guided Practice (We do):
- Place the created opinion statement in front of the students. Start the discussion and then ask several other students to share their thinking through writing. The students' writing should include reasons that support the opinion.
- Review and discuss each reason as students write.

Independent Practice (You do):
- The students will write independently; planning their opinion writing as modeled above. The teacher should encourage the students to use their previously created topic list to choose a topic and design their plan.
- Those students who have finished drafting can then move on to editing and revising if these skills have previously been taught.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding as needed.
- The teacher will bring the students together in a large group to discuss their writing.

Instructional Strategy: Use Transitional Words
Learning Targets:
- **I can write an opinion piece that uses transitional words to connect the opinion with the reasons. (2 W 1.1)**
- **I can plan, revise and edit my writing. (2.W.1.2)**

Model (I do):
- The teacher prepares a chart of appropriate transitional words and phrases.
- The teacher tells the students transitional words and phrases link sentences together to help make the writing sound smooth and connected. If there are supporting reasons, the reasons need to be connected to the opinion. The teacher then shares the prepared chart.
- The teacher models how to edit writing to add transitional words to make the writing smooth.

Guided Practice (We do):
- Together, the teacher and students revise the class text by adding transition words and phrases. As words and phrases are written, the teacher and/or students reread the text. If too many transitions are added, the teacher should lead a discussion to determine which ones can be removed.

Some Examples of Transition Words:

Ordinal Numbers	first, second, third fourth
Sequence Words	first, next, then, finally
Time-Order Words	before, during, after today, tomorrow, yesterday, until, as soon as, finally, afterward, earlier, meanwhile, now, since, soon, once, while

Independent Practice (You do):
- The students will write independently, editing their opinion writing as modeled above. Encourage the students to use the transitional words anchor chart as a reference.
- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding as needed.
- The teacher will bring the students together in a large group to discuss their writing.

Instructional Strategy: Writing a Strong Conclusion
Learning Targets:
- **I can write an opinion piece that has a conclusion statement or section. (2 W 1.1)**
- **I can use the writing process that builds on my ideas and the ideas of others. (2 W 1.2)**

Model (I do):
- Use several passages from mentor texts that exhibit a good concluding statement or section. Create a chart of examples for the student from these passages.
- Explain to the students that a conclusion is the opportunity for the writer to remind the reader of what is important about the topic.
- Thinking aloud, model how to construct a strong conclusion.

Guided Practice (We do):
- Use a class writing or student writing to work with the students on revising the piece to include a strong conclusion.

Independent Practice (You do):
- The students will write independently, revising their writing to add a strong conclusion.
- The teacher will conduct independent writing conferences, document the results of the conference, and provide scaffolding as needed.
- The teacher will bring the students together in a large group to discuss their writing.

Assessment Task

The independent practice "I do" components of each lesson may serve as formative checks of students' understanding of the standard. Additional practices may be included as necessary.

Formative Assessments:

(2.W.1.1) and (2.W.1.2)
1. Students make a chart in their independent reading journals of opinion texts they have read during shared, guided, or independent reading time. These texts are based on their Reader's Response Journals. Check to ensure the list of books involve opinions.
2. The teacher can create a standardized opinion writing checklist to be used in conferences with students. See below.

	EVIDENCE							
DATE	Uses mentor texts as examples	Has an introduction	States an opinion	Reasons that support the opinion	Uses transitional words	Edits	Revises	Writing is neat

3. Students can assess their own writing by working in pairs, in small groups or individually. A Writer's Checklist may be kept in the student's Writer's Notebook or on a wall in the classroom.

(2.RI 11.2) Identify the structures an author uses to support specific points.
1. Students need to be able to identify key detail in order to understand and describe how reasons support specific points the author makes in a text. Therefore, a formative assessment needs to include having the students identify key details first.
2. After determining the key details, students should be able to list and identify reasons for those specific points.
3. The teacher should use graphic organizers and written responses as assessment pieces.

Summative Assessment:
Students will create opinion pieces that state their opinions, give reasons for the opinions, use transitional words, and provide concluding statements. An Opinion Writing Rubric for Grade 2 can be found in the Appendix.

Resources

Texts:
- *The Literacy Teacher's Playbook, Grades K-2,* by Jennifer Serravallo
- *A Guide to the Common Core Writing Workshop, Primary Grades,* from Units of Study in Opinion, Information and Narrative Writing by Lucy Calkins and Colleagues from the Reading and Writing Project
- *Into Writing: The Primary Teacher's Guide to Writing Workshop,* by Megan Sloan
- *The Writing Thief: Using Mentor Text to Teach the Craft of Writing*, Ruth Culham, IRA
- *Crafting Nonfiction* by Linda Hoyt
- *The Common Core Writing Book, K-5* by Gretchen Owocki
- *Second Grade Writers*, Stephanie Parson, Heinemann

Websites:
South Carolina College-and-Career-Ready Standards for English Language Arts 2015 Vertical Articulation Document
http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/2015ELAK-12VerticalArticulation.pdf

Second Grade Student Writing Samples:
http://www.uen.org/core/languagearts/downloads/2_W1_on_demand_writing.pdf

Mentor Text Websites:
Using Mentor Texts to Motivate and Support Student Writers
http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber

Writing with Mentor Texts
http://elaccss.ncdpi.wikispaces.net/file/view/ELA_Webinar_-_Writing_with_Mentor_Texts_April_18_2013.pdf

Using Mentor Texts to Empower Student Authors
http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors

Always Write: Mentor Texts
http://corbettharrison.com/mentortext.html

A New Mentor Text for Opinion Writing
https://twowritingteachers.wordpress.com/2015/10/02/onewordfromsophia/

Anchor Charts Websites:
Expeditionary Learning - Anchor Charts: Making Thinking Visible
https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf

Anchor Charts 101: Why and how to Use them, Plus 100s of Ideas
http://www.weareteachers.com/blogs/post/2015/11/12/anchor-charts-101

25 Awesome Anchor Charts for Teaching Writing
http://www.weareteachers.com/blogs/post/2014/09/08/25-awesome-anchor-charts-for-teaching-writing

Opinion Writing 2nd Grade
https://www.youtube.com/watch?v=Icz4BrycFpo

You Tube: Grades 2-3 Opinion Writing Overview
https://www.youtube.com/watch?v=sz5BBCA3GM0

Transition Words and Phrases:
http://www.smart-words.org/linking-words/transition-words.html

Writing a Conclusion:
https://www.asdk12.org/middlelink/la/writing/stepup/writing_conclusion.pdf

Suggested Mentor Texts:

- *Mr. Maxwell's Mouse* by Frank Asch and Devin Asch
- *A Fine, Fine School* by Sharon Creech
- *Red is Best* by Kathy Stinson
- *Sophie Hartley On Strike* by Stephanie Greene
- *Not Norman: A Goldfish Story* by Kelly Bennett
- *The Great Kapok Tree* by Lynne Cherry
- *The Best Town in the World* by Byrd Baylor
- *I Wanna New Room* by Karen Kaufman
- *I Wanna Iguanna* by Karen Kaufman
- *The Day the Crayons Quit* by Drew Daywalt
- *Earrings* by Judith Viorst
- *Hey Little Ant* by Phillip Hoose & Debbie Tilley
- *The Perfect Pet* by Margie Palatini
- *All The Places to Love* by Patricia MacLachlan
- *LaRue for Mayor: Letters from the Campaign* by Mark Teague

Opinion Writing Rubric
Grade 2

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Opinion	• Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text	• Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization	• Introduces the topic, states the opinion, and creates an organizational structure • Supplies insightful reasons that support the opinion • Uses linking words and phrases to connect opinion to reasons • Provides a skillful concluding statement or section	• Introduces the topic and states a clear opinion • Supplies reasons that support the opinion • Uses linking words to connect opinion to reasons • Provides a concluding statement or section	• Introduces the topic and states an unclear opinion • Supplies reasons that may not all support the opinion • Uses at least one linking word but it may be incorrect or ineffective • Provides an unclear concluding statement	• Does not introduce the topic and/or does not state an opinion • Does not supply reasons to support the opinion • Uses no linking words • Provides no conclusion
Support/Evidence	• Supports opinion with substantial and relevant reasons	• Supports opinion with relevant reasons	• Supports opinion with minimal and/or irrelevant reasons	• Does not support opinion with relevant reasons
Language-Conventions of Grammar and Usage	• Uses a variety of prior and current grade-level pronouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences	• Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences	• Uses prior and current grade-level pronouns correctly some of the time • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences	• Uses pronouns incorrectly or not at all • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly most of the time • Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

Adapted from Elk Grove Unified School District in Elk Grove, California

Grade 2: Opinion Writing
I Have an Opinion
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